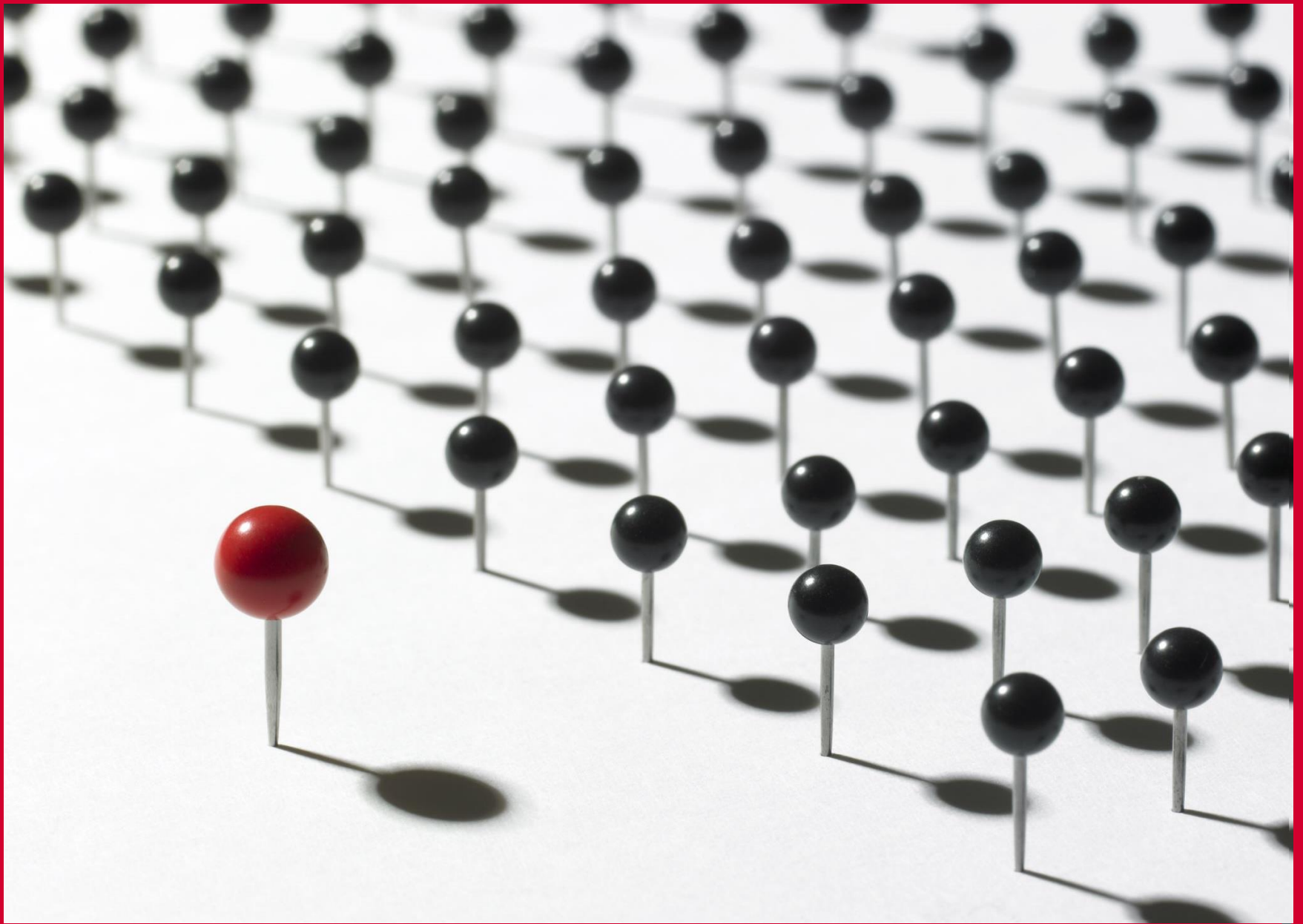# Our Possible Selves
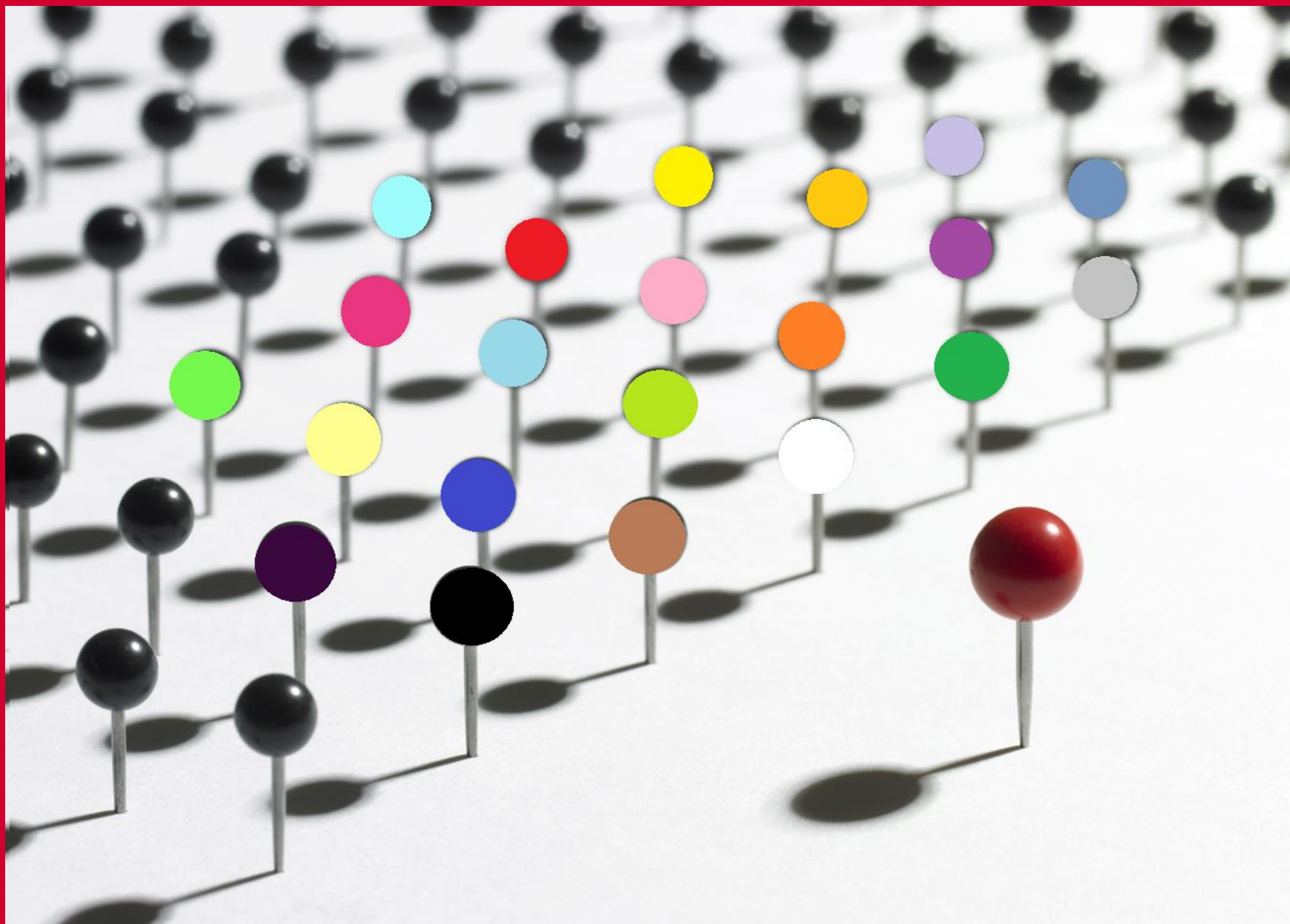## Developing the Future of Teacher CPD

Ben Worsfold

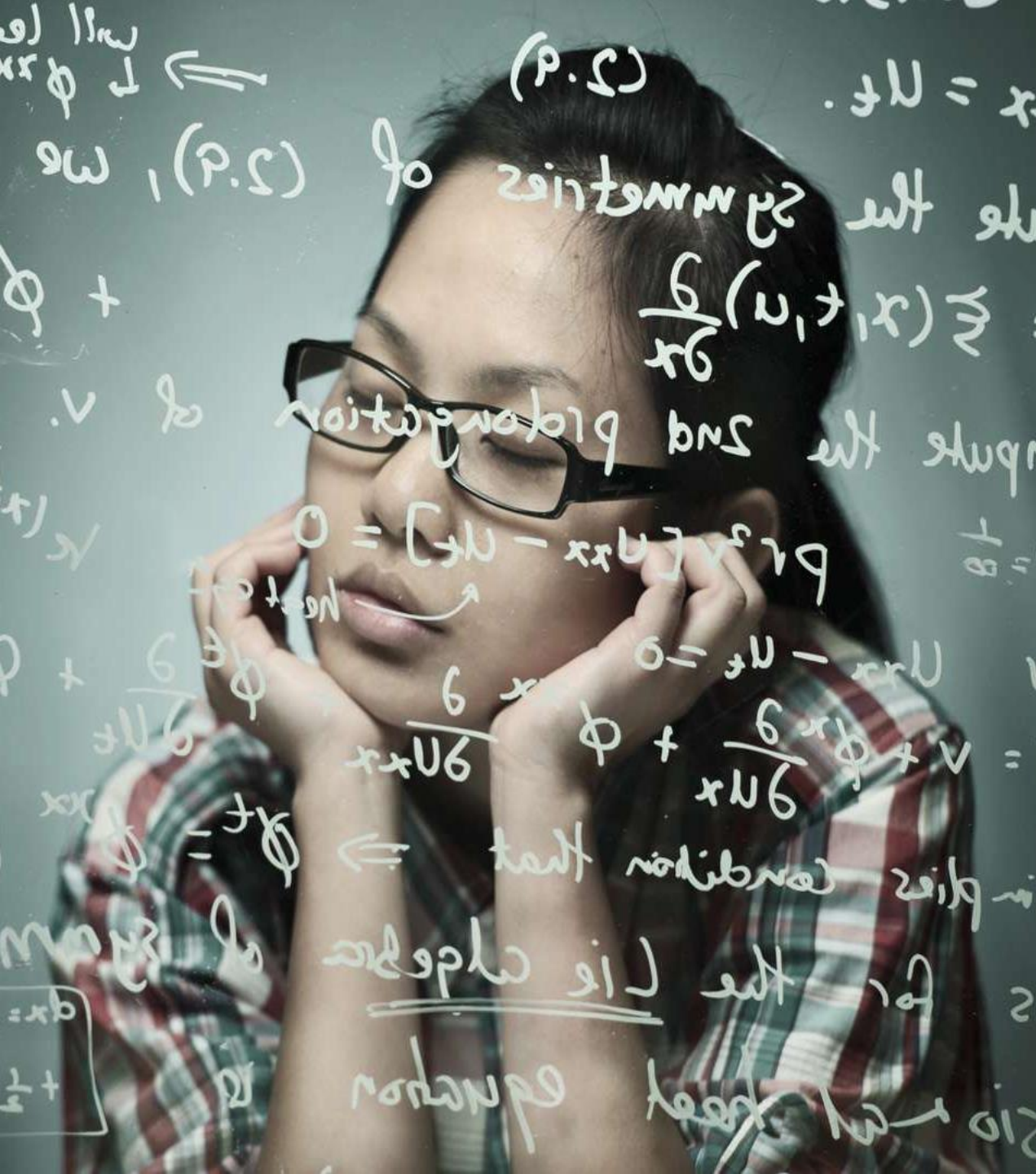*Student Recruitment & Access Officer (Attainment Raising)*

What This Story Taught Me

- Teachers' training often fails to reflect the *reality* of teachers' experience.

- Growth beyond training is *experiential*- but not everyone survives the experience.

- Who better to define a new programme of CPD than teachers themselves?

What This Story Taught Us

- Teacher experience should inform the structure of CPD.

- Dialogic, not didactic- a collaborative initiative between university and teaching community.

- Encourage a creative approach to teaching based on research and practical experience.

5

Aim	Objectives	Learning Outcomes

• To design, implement and evaluate a sustained programme of Continuing Professional Development (CPD) for teachers centred on strategies and skills for raising attainment	• Have a measurable impact on teachers and their work in raising student attainment
	
	• Build strong relationships with the local teaching community
	
	• Foster collaborative working dynamics between the university and local schools
		• Participants should be able to…
		  • Implement effective attainment raising strategies
		  • Improve associated skills
		  • Work collaboratively with community and university
		
		• Participants should feel that they can…
		  • Collaborate confidently
		  • Contribute to future CPD
		  • Be supported by, not supplanted by, the university
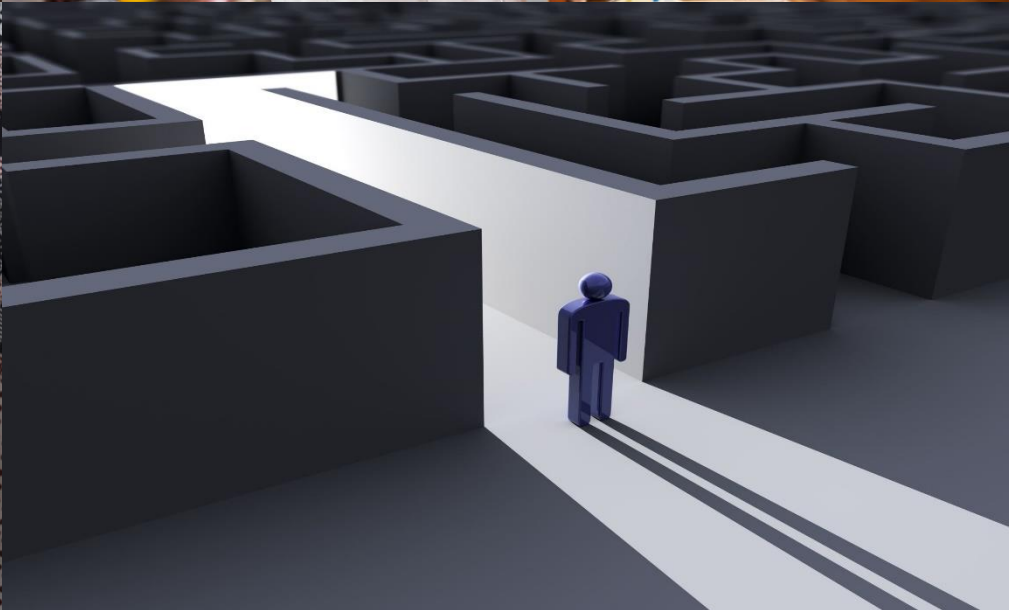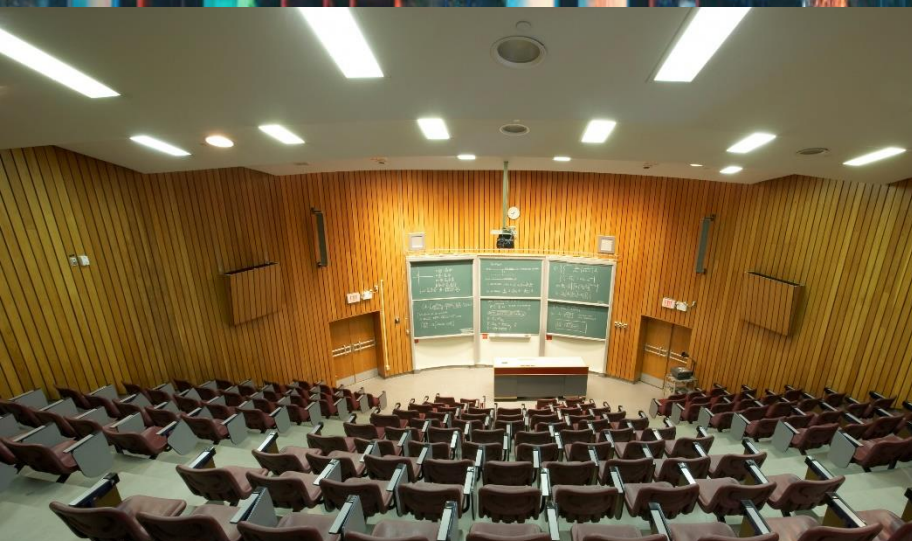
"Educational Triage"
What We Wanted to Avoid

"The Educational Divide"
Challenges We Face

8

Teacher-Student Relationships

The Three Rs of Effective Schooling

Collaborative Peer Learning

Exploring Aspirations and Barriers

The Lived Experience of Schooling

Effective Use of Feedback

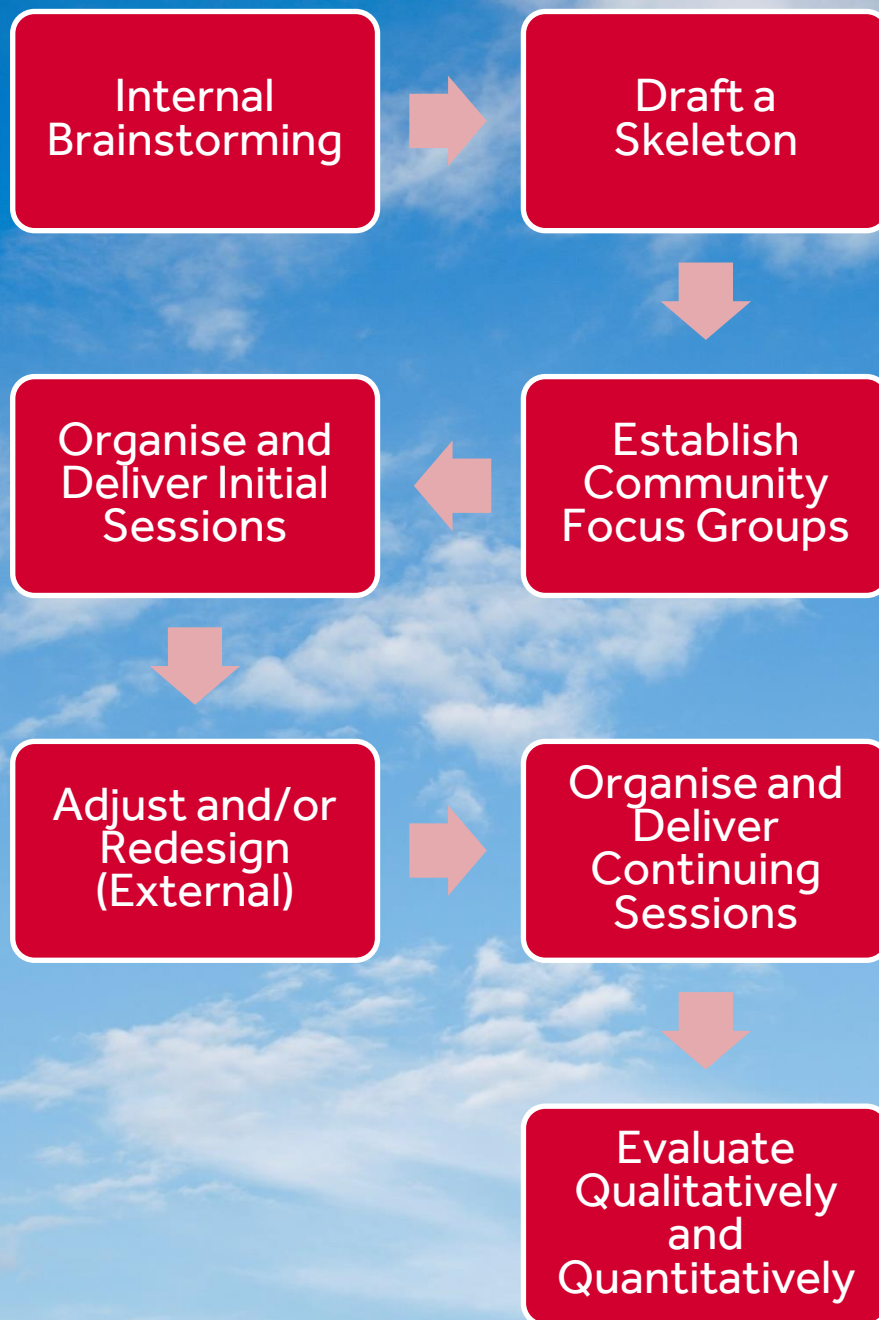Metacognition and Self-Regulation

University Admissions

What is this Programme Aiming to Achieve?

Key Priorities

- ***Participation in Schooling:*** Pupil Identity, Lived Experience and Barriers to Education

- ***Meaningful Relationships:*** Respect, Reciprocity, Relevance

- ***Strategies for Learning:*** Metacognition, Self-Regulation, Feedback and Peer Learning

```
┌──────────────────┐      ┌──────────────────┐
│     Internal     │ ───► │     Draft a      │
│  Brainstorming   │      │     Skeleton     │
└──────────────────┘      └──────────────────┘
                                    │
                                    ▼
┌──────────────────┐      ┌──────────────────┐
│  Organise and    │ ◄─── │    Establish     │
│ Deliver Initial  │      │    Community     │
│    Sessions      │      │  Focus Groups    │
└──────────────────┘      └──────────────────┘
         │
         ▼
┌──────────────────┐      ┌──────────────────┐
│  Adjust and/or   │ ───► │  Organise and    │
│    Redesign      │      │     Deliver      │
│   (External)     │      │   Continuing     │
│                  │      │    Sessions      │
└──────────────────┘      └──────────────────┘
                                    │
                                    ▼
                          ┌──────────────────┐
                          │     Evaluate     │
                          │  Qualitatively   │
                          │       and        │
                          │  Quantitatively  │
                          └──────────────────┘
```

Methodology and Process

- Aimed at teachers and educators across Reading and Berkshire.

- Series of twilight sessions running for one to two hours.

- Aiming to begin delivery in mid to late Spring.

11

Internal Brainstorming	→	Draft a Skeleton

↓

Organise and Deliver Initial Sessions	←	Establish Community Focus Groups

↓

Adjust and/or Redesign (External)	→	Organise and Deliver Continuing Sessions

↓

Evaluate Qualitatively and Quantitatively

Where We're At Now

- In the past month, we have had a significant expression of interest in participating in CPD focus groups.

- We're intending to run these groups shortly.

- Based on the feedback, we're intending to begin the next phase in late spring.

Evaluation Methods

- *Qualitative:* participant feedback, narrative impact on pupils

- *Quantitative:* participant surveys, attainment impact on pupils

- Three levels of feedback: initial (post-programme), intermediate (three to six teaching months), long-term (six to twelve teaching months)

Evaluation Continued

- Intending to trial a 'realist' model of evaluation focused on participant interviews.

- These interviews will be recorded, then analysed for salient information about how to improve.

- Suits the small-scale nature of the project, and the importance of building strong relationships with teachers.